**MYP Vertical Curriculum Planner**

**Years 1 - 5**

**Subject Area:** \_\_Language A\_\_

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| Time **Frame** | Unit Topic | **MYP Objectives** | State/Provincial Standards | **AoI** | **Concept** | **MYP Unit Question** | **MYP Assessment Task** | **MYP Criteria** |
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| 4 weeks | Construction of Truth | Content (receptive and productive):  Analyze the effects of the author’s choices on an audience | LACC.910.SL.1.3  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  LACC.910.SL.2.5  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  LACC.910.RI.2.5  Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  LACC.910.L.3.6  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Environments | Perspective | How does Erroll Morris question the truth of the government’s account of the events in Dallas (in *The Thin Blue Line*)?  How did factors in the environment (place, time, social, political) impact the perspectives of the various participants in the case (in *The Thin Blue Line*)? | * Examination of Erroll Morris’ documentary, The Thin Blue Line and analyze techniques used. * Students create short sequel to film using techniques based on those observed. | Criterion A: Content (receptive and productive) |